

# Unit 5: The Texas Revolution

## 7<sup>th</sup> Grade Lesson Plan:

### How do we know what we know?

(45 – 60 minutes)

<b>Objective</b>	<p>Students will use three primary source materials from the Texas Revolution era to make observations and inferences about significant people and events of the era.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine three primary source materials related to events that occurred during the Texas Revolution era.</li> <li>2. <b><u>I will</u></b> use the primary source materials to make observations and inferences about significant people and events of the era.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Historians learn from a variety of primary source materials like letters, journal entries, newspaper articles, and government documents.</li> <li>• We can use different types of primary source materials to learn different types of information including facts and opinions from diverse groups of people.</li> <li>• The Texas forces struggled in the beginning with a smaller military and lack of resources.</li> <li>• Many Anglos and Tejanos in Texas opposed the actions of the centralist government and troops in their state.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyzing a variety of primary source materials for main ideas, supporting evidence, point of view, and significant information about the era.</li> <li>• Making observations and inferences about historical events based on primary source texts.</li> <li>• Identifying and using primary source quotes to support a claim.</li> </ul>
<b>Essential Questions</b>	<p>What types of primary source materials are typically used to learn first-hand information about this era? What information can we learn from each of these types of sources?</p>
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>• Students match four types of primary source materials to a quote they would expect to see in each material.</li> </ul>

	<p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students analyze three primary source materials from the Texas Revolution era including a transcript of the military orders to arrest the Mexican empresario Lorenzo de Zavala, Sam Houston's army orders at the time of the siege of the Alamo, and an anonymous woman's suggestion that Texas women make clothes for their troops.</li> <li>Students make observations and inferences about the major themes, events, people, and points of view during this era of Texas history.</li> <li>Students make claims based on the text and provide evidence to support their claim.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students choose from six points of view provided and write a short journal entry about the growing tension in Texas from that point of view.</li> </ul>
<b>Materials</b>	<p><b><u>Links to the following materials</u></b></p> <ol style="list-style-type: none"> <li>Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)</li> <li>Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>Assignment (<i>Suggested printing 1 per student</i>)             <ol style="list-style-type: none"> <li>Advanced Level work</li> <li>Grade Level work</li> <li>Foundations Level work</li> </ol> </li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>Scaffolding including classwork at three different levels of academic ability</li> <li>Visuals representations of directions</li> <li>Chunking text information and visual cues including bold text for significant information</li> <li>Sentence Stems and response options for short, constructed response questions.</li> <li>Vocabulary support for challenging terms</li> <li>Reduction in answer choices</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li><b>7.03(B)</b> Explain the roles played by significant individuals during the Texas Revolution including Lorenzo de Zavala and Sam Houston.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>7.20(A)</b> Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.</li> <li>• <b>7.20(B)</b>: Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.</li> <li>• <b>7.20(D)</b> Identify bias and points of view from the historical context surrounding an event that influenced the participants.</li> <li>• <b>7.20(E)</b> Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.</li> <li>• <b>7.22(B)</b> Use effective written communication skills, including proper citations and avoiding plagiarism.</li> </ul>
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## Teacher Guide: How do we know what we know?

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>• Students match four different types of primary source materials from specific points of view to possible quotes they might expect to find in each type of source.</li> <li>• Answers: 1D, 2A, 3C, 4B</li> <li>• Slides 2 and 3 restate the directions and provide sentence stems to guide student responses.</li> <li>• Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.</li> </ul>
<b>Lesson</b>	<p><b>In the Historical Record</b></p> <ul style="list-style-type: none"> <li>• Slide 6 provides a brief introduction into the types of primary source materials that are often used to study this period of Texas history. This short reading passage is not included in the student worksheets.</li> </ul> <p><b>Primary Source #1: The Arrest of Lorenzo de Zavala</b></p> <ul style="list-style-type: none"> <li>• Students read a transcript of the Mexican orders to arrest the Mexican empresario Lorenzo de Zavala. Zavala had resigned his position as minister for France and written a letter to Santa Anna critiquing him for the centralist takeover. Shortly after, he was ordered to be arrested.</li> <li>• The material was translated and edited by an Anglo man who offered his opinions on the matter as well.</li> <li>• Slide 7 provides an image of the portrait of Zavala with some additional information about him.</li> </ul> <p><b>Primary Source #2: Sam Houston’s Army Orders</b></p> <ul style="list-style-type: none"> <li>• This material contains excerpts of Sam Houston’s army orders from March 2, 1836 on the eve of the Battle of the Alamo after nearly two weeks of siege.</li> <li>• In the document Houston recounts the difficult situation facing the Texas troops and pleads for other Texans to join the fight and come to their aid.</li> <li>• Slide 8 provides additional background information about Sam Houston and a portrait of him from his later years.</li> </ul>

	<p><b>Primary Source #3: “A Lady of Texas”</b></p> <ul style="list-style-type: none"> <li>• This material comes from an article placed anonymously in the Telegraph and Texas Register from San Felipe de Austin. In it, the female author is encouraging the women of Texas to help the war effort by sewing clothes for the troops. She signs her name only as “A Lady of Texas.”</li> <li>• Slide 9 presents artwork from the period of roughly 1830 to 1850. It depicts what is likely a family on the frontier.</li> </ul> <p><b>Comprehension Questions</b></p> <ul style="list-style-type: none"> <li>• Each primary source material has questions that require students to make observations and inferences about the time period based on the information presented.</li> <li>• Questions also ask students to make a claim and support it with evidence from the material.</li> <li>• <b>Advanced Work:</b> Students use three primary source materials to make observations, inferences, and claims supported by evidence from the text. Students answer short, constructed response questions about each materials.</li> <li>• <b>Grade Level Work:</b> Students use three primary source materials to make observations, inferences, and claims supported by evidence from the text. Students answer multiple-choice questions and short, constructed response questions with sentence stems to guide their responses.</li> <li>• <b>Foundations Work:</b> Students use three primary source materials to make observations, inferences, and claims supported by evidence from the text. Students answer multiple-choice questions with one answer option eliminated and short, constructed response questions with sentence stems and response options to guide their responses.</li> </ul>
<p><b>Exit Ticket</b></p>	<ul style="list-style-type: none"> <li>• Students choose one point of view from the six presented in the exit ticket.</li> <li>• They write a journal entry about the tension growing in Texas from their chosen point of view.</li> <li>• Slides</li> </ul>

## Primary Sources and Other Resources Used

- Baker & Bordens. Telegraph and Texas Register (San Felipe de Austin [i.e. San Felipe], Tex.), Vol. 1, No. 17, Ed. 1, Saturday, February 27, 1836, newspaper, February 27, 1836; San Felipe de Austin, Texas. (<https://texashistory.unt.edu/ark:/67531/metapth47887/>: accessed February 18, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- [Transcript of army orders made by Sam Houston, March 2, 1836], text, March 2, 1836; (<https://texashistory.unt.edu/ark:/67531/metapth216984/>: accessed February 18, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- [Transcript of Official Order from General Cos to the Commander of Coahuila y Texas, August 15, 1835], text, August 15, 1835; (<https://texashistory.unt.edu/ark:/67531/metapth217712/>: accessed February 14, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Wheeler, Larry. Portrait of Lorenzo de Zavala, artwork, 1980; (<https://texashistory.unt.edu/ark:/67531/metapth3002/>: accessed February 19, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting San Jacinto Museum of History.
- Sam Houston, physical object, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metapth32932/>: accessed February 19, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Star of the Republic Museum.
- *Woman beside man on horse with child / CP monogram.*, None. [Place not identified: publisher not identified, between 1830 and 1850] Photograph. <https://www.loc.gov/item/2004669486/>